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External Evaluation and Review Report

Bay Learning Academy Limited
trading as Bay Learning Academy

Date of report: 19 October 2020

About Bay Learning Academy Limited trading as Bay Learning Academy

Bay Learning Academy provides tailored English language learning to a solely international student body who wish to study abroad, improve their English, and immerse themselves in new cultures.

Type of organisation:	Private training establishment (PTE)
Location:	22 Taupo Ave, Bayfair, Mt Maunganui
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: seven equivalent full-time students at the time of self-assessment; two equivalent full-time students at the time of the EER.
Number of staff:	Four full-time equivalents
TEO profile:	Bay Learning Academy information page
Last EER outcome:	The Bay Learning Academy was Not Yet Confident in educational performance and Not Yet Confident in capability in self-assessment at the previous external evaluation and review in 2019
Scope of evaluation:	<ul style="list-style-type: none">• General and Skills-based English Training Scheme (General English)• International students: Support and Wellbeing
MoE number:	7154
NZQA reference:	C43513
Dates of EER visit:	28 and 30 July 2020

Summary of Results

Bay Learning Academy provides comprehensive, informed support, promptly meets students' learning needs, and promotes high attendance, all of which enable students to make progress. The PTE regularly meets with all stakeholders to support strategic planning and new programme development. Documented analysis of all collected information and evidence of a complete self-assessment cycle would strengthen the self-review processes Bay Learning regularly undertakes.

Confident in educational performance

- The student acquisition of English language shows improvement, irrespective of the length of the study period. Staff have a strong understanding of what constitutes student achievement and use this to better match students' needs. This understanding would be complemented by considering factors that contribute to limited or non-achievement.

Confident in capability in self-assessment

- Student achievement is comprehensively monitored and feedback is regularly discussed at all staff levels. This ensures that informed, timely and relevant academic and pastoral support is provided to the students.
- Programme resources are updated as needed and assessor judgements are validated. Bay Learning needs to document its check marking.
- Stakeholder surveys enable the organisation to understand why students engage with the training, the level of stakeholder satisfaction with the training, and stakeholders' needs. This allows the organisation to ensure all stakeholders are informed about the programmes, which are developed to meet student or group needs.
- NZQA monitoring identified issues with the validity of student achievement and the organisation's programme and assessment design for the New Zealand Certificate in English Language (Academic) (Level 4) (NZCEL). Bay Learning actioned changes in response but

withdrew from delivering the programme in early 2020, for practical reasons.

- Bay Learning ceased the NZCEL programme in Tauranga as feedback showed students wanted the General English training scheme instead. Because Auckland students aimed to move to higher education, NZCEL became the only offering at that campus until it closed in March 2020.
- As Bay Learning is now only based in Tauranga, it has returned to its original direction and purpose: to become a community language hub delivering small, personalised programmes. New community-based education options and funding are being sourced.
- A calendar for managing annual accountabilities ensures all annual attestations are completed in a timely manner. Bay Learning needs to set up a schedule of regular reviews of other accountabilities in order to meet all its compliance responsibilities.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Bay Learning delivers the two TESOL² based training schemes each year. Students enrol because they need the qualification to be employed as ESOL teachers. Student achievement is 100 per cent.</p> <p>Bay Learning measures student achievement in General and Skills-based English through growing proficiency in English language and progress towards personal learning goals. Individual learning plans show that all students achieve. However, increased proficiency is only recorded for those students who complete the exit assessment. Some students do not sit the final assessment. Reasons for this and the subsequent actions taken by Bay Learning were provided. The effectiveness of this action is still to be assessed.</p> <p>For students undertaking the NZCEL in 2019, performance information showed 86 per cent of students successfully completed the qualification. In February 2020, NZQA completed monitoring of assessments across the programme. Issues with assessment design and assessor judgements were identified, raising concerns about those successful completions. These concerns, as they related to NZCEL, were not addressed as Bay Learning had already decided to cease delivery of this qualification for practical reasons.</p> <p>However, as a result of the monitoring report, Bay Learning carried out self-assessment of the training schemes and data collected around student achievement. The PTE showed evidence of actions resulting from this process.</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² Teaching English to Speakers of Other Languages

Conclusion:	There is evidence of student progress and achievement in English language, as measured by regular testing and surveys. External NZQA monitoring resulted in concerns about the validity of the NZCEL achievement information. However, the validity of achievement in the training schemes remains very high. Analysis of achievement data and recognition of patterns occurring within achievement levels is discussed but not consistently documented.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Feedback received from students enrolled in the Tauranga NZCEL (2018) indicated that these students only wanted to improve their English through short courses, more activities and exposure to New Zealand and its culture. As a result, Bay Learning withdrew the NZCEL programme in Tauranga.³</p> <p>The General English training scheme provides the valued outcomes students want. Each class is limited to a maximum of eight students – Bay Learning is a small niche organisation. This ensures all staff get to know each student. Bay Learning also regularly surveys and tests the students. These measures allow Bay Learning to evaluate each student’s progress, monitor wellbeing and gain satisfaction-related feedback. Adjustments such as increasing the number of weekly activities indicate an organisation adjusting operations to continually meet the students’ needs. A high percentage of students indicate satisfaction with their training, although not all students are satisfied. Documenting the PTE’s understanding of the reasons for these ratings would strengthen Bay Learning’s self-review.</p> <p>Bay Learning captures the destinations of its graduates. This shows that most return to their home country or take on further study in New Zealand. Post-Covid, the tendency to return to the home country has reduced, with all students remaining and trying to find work or further study in New Zealand. This</p>

³ As most students enrolled in the Auckland campus wanted an alternative pathway to higher education, the Auckland campus continued to offer the NZCEL during 2019.

	<p>information could be further strengthened if graduates were asked about how they were using the skills learnt.</p> <p>Bay Learning maintains close and regular contact with agents, homestay hosts and local high schools through the staff member assigned to each stakeholder. Stakeholder feedback is used when reviewing the organisation's operations or tailoring programmes to meet specific needs.</p> <p>All stakeholders spoken to were uniformly positive about Bay Learning management. Bay Learning staff were proactive in stating their loyalty and commitment to the school, which in most cases has seen them staying there for a long time.</p>
Conclusion:	<p>After gaining an understanding of what students' value, Bay Learning has used regular testing and surveys to institute programme change. The small size of the organisation and classes provides an effective mechanism for monitoring student wellbeing and making adjustments to meet changing needs. Expanding the depth of review to all information gathered would strengthen self-assessment.</p>

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Bay Learning's training schemes are annually reviewed using tutor planning records, feedback received from students and staff, and the regular progress assessment results. Very little change has been made to the General English programme, but feedback and data has meant the TECSOL⁴ training scheme has now been added as a three-week training option at the end of the TESOL programme.</p> <p>NZQA monitoring raised concerns about the alignment of assessment tasks and assessor judgements to the learning outcomes for the NZCEL programme. Bay Learning had already rewritten and gained approval for a change to the programme. This may have addressed the concerns around assessment</p>

⁴ Teaching English to Children as a Second Language

	<p>validity, but the decision to withdraw from delivering the NZCEL programme occurred before this change.</p> <p>Bay Learning determines General English students' needs and goals using the internationally recognised 'New Inside Out' placement test on arrival. The speaking and listening aspect of this test is assessed separately by experienced practitioners, but the results are not captured. This means not all of the relevant information for programme planning is documented. This hampers a useful measurement of progression from start of study to completion.</p> <p>On the student's first day, an individual learning plan is developed, focussing on the student's goals. Monitoring and adjustment is then completed through a comprehensive set of weekly and whole-school assessment tasks. Check marking occurs to validate assessor judgements, but the findings are discussed rather than documented. Documentation would strengthen the judgements throughout the programme.</p> <p>Regular review of the weekly tests and student survey feedback has also resulted in adjustments to programmes.⁵ Documented analysis of the trends and resultant action taken is summarised at the end of each survey showing the PTE's self-assessment.</p>
Conclusion:	<p>Bay Learning regularly reviews its training programmes to ensure currency with student and other stakeholders' needs. Student needs are identified and monitored through regular assessment. Documentation of all placement skill scores and validation of judgements would strengthen this process.</p>

1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting	<p>Bay Learning provides extensive information to students during the enquiry and enrolment phase, whether it be through agents or directly when in New Zealand. At the time of the EER, errors</p>

⁵ Adjustments evidenced were an increase of activities per week, the introduction of a Business English option for advanced students in the afternoon instead of a mixed group conversation class, and the addition of the optional TECSOL training scheme to the TESOL training.

evidence:	<p>remained with campus locations and the organisational structure. These have been corrected. However, external information sources such as the TEO profile of the NZQA website also require regular review.</p> <p>On arrival, students undertake an orientation with all of the administration team which identifies any wellbeing needs. The tutor and student complete an individual learning plan identifying the student's learning needs and goals. This establishes the whole organisation as a support network which monitors and responds in a timely and appropriate way.</p> <p>Student experiences are monitored regularly through satisfaction surveys. The surveys are collected and analysed weekly at multiple levels, and there is evidence of changes made around wellbeing support. Documenting the reasons for lack of satisfaction would strengthen confidence that all learning and wellbeing concerns are acknowledged and discussed.</p> <p>The availability of activities for students has recently increased to three afternoons a week. This provides students with greater flexibility around their goals for learning English. Students can still experience an activity while working at improving their English through mixed group conversations or writing practice (if preparing for IELTS⁶). Guidance is provided when setting each weekly timetable.</p> <p>Additional networking between students and staff occurs daily through the use of communal facilities for meals and refreshments. Students are very supported in their establishment of beneficial networks and English language skills.</p>
Conclusion:	<p>A comprehensive system of monitoring and support ensures the students experience holistic support and inclusion around their learning journey. Weekly assessment enables changes in student needs to be noted and timely adjustments to be made. Regular surveys provide a student feedback forum which has contributed to organisational change.</p>

⁶ International English Language Testing System

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>This organisation is small and operates on a defined budget. To ensure sufficient resources are available when needed, Bay Learning uses the data it collects to inform a number of the organisation's activities. These include the daily monitoring of students and their needs, managing staffing levels throughout the year, and marketing and strategic planning. This information could be strengthened by consideration of all the collected information as previously discussed.</p> <p>The closure of the Auckland campus and the decision to cease delivery of the NZCEL are seen as a return to the PTE's original vision and purpose. There is also a recognised need to consider alternative funding streams in response to Covid and the reduced number of international students arriving in the country for English language education.</p> <p>Input from Bay Learning's advisory and management boards provides guidance about market trends and possible future opportunities in the region. This has allowed the organisation to refocus as staffing levels reduce and international student-related activity declines. The organisation has increased evening class activity teaching Spanish and Te Reo Māori to the community. There are also plans to apply for funding from the Tertiary Education Commission and provide increased workplace language education options for domestic students. These educational options will be offered alongside the current training schemes when the international market opens again. Together, they meet the organisation's vision to be a community language hub. However, the ability of Bay Learning to meet the potential growth into the domestic market through its current structure still needs to be demonstrated.</p> <p>Bay Learning has policies that outline the recruitment requirements for staff and their subsequent development. All staff have relevant qualifications but not always the required level of experience. This is offset by the mentoring of new staff which extends throughout their tenure with Bay Learning. Six-</p>

	<p>monthly teaching observations, annual performance appraisals and annual self-assessment inform a professional development schedule for each tutorial staff member. This is supplemented by membership of TESOLANZ⁷, and attendance at evening meetings, professional development workshops, and staff leading discussions on a reading at staff meetings.</p> <p>Documentation showing completion of professional development strengthens confidence that staff development is effective and of relevance. Tutorial staff said they were supported and prepared in their roles.</p> <p>Administration and support staff also undertake some of these development opportunities. A formalised annual appraisal system for administration staff would strengthen decisions made around their specific development needs.</p>
Conclusion:	<p>As a small organisation, Bay Learning uses information it collects from multiple sources to tailor its operations to promote a sustainable business model to promote business growth. Tutorial staff are valued and supported to develop. Similar professional development of administration staff is needed.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The last EER made a number of recommendations: the development of a more systematic self-assessment approach; better data collection and analysis to determine improvements; the development of an effective governance system to enable a sustainable business; and review of policies, procedures and systems to ensure consistent implementation. An improvement plan was provided to NZQA indicating how these recommendations would be addressed. The organisation has begun to address the recommendations. The closing of the Auckland campus and withdrawal from delivering the NZCEL⁸ have assisted in focussing the organisation on its core business</p>

⁷ Teachers of English to Speakers of Other Languages Aotearoa New Zealand

⁸ These closures have also effectively removed the concerns raised by the NZQA monitoring report with regard to this programme.

	<p>and on how these recommendations will be fully addressed in time.</p> <p>Bay Learning’s management of its accountabilities to the Education (Pastoral Care of International Students) Code of Practice 2016 has enabled them to promptly and comprehensively address international student issues. This includes withdrawing students based on lack of attendance. Signing and dating the completed checklists would strengthen the management of processes in this area.</p> <p>A calendar is used to manage related and other annual accountabilities with reminders set to alert the organisation of the activity required. All annual declarations and attestations have been submitted prior to the due dates. A regular means of checking intermittent accountabilities and updating external information sources such as NZQA’s TEO profile page would complete the management of accountabilities.</p>
<p>Conclusion:</p>	<p>Activity addressing the recommendations made by NZQA after the last EER has commenced and indications suggest that it will continue. There is strong evidence of good practice managing annual compliance. Development of a system for the regular review of all regulation requirements would ensure comprehensive practice.</p>

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: General and Skills-based English (Training Scheme)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: International Students: Support and Wellbeing

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Bay Learning Academy Limited, trading as Bay Learning Academy:

- Document the analysis, the impacts of actions and further planned activity of all instances of self-assessment showing a complete self-assessment cycle. Alignment of self-assessment activity to key evaluation questions with a clear connection to the relevant evidence will assist this process.
- Document assessor judgement validation, via check marking, evidencing that internal moderation activity is occurring.
- Include the speaking and listening scores in pre- and post-study tests alongside the placement test scores to evidence reasons for class placement and progress monitoring and decisions.
- Develop a system that allows for regular monitoring of the management of intermittent compliance accountabilities. This is to ensure all rules and regulations are met to retain accreditation of programmes and registration as a PTE.
- Investigate the sustainability of the current organisational structure and operation as new, additional programmes for domestic students are developed and offered and student numbers grow.

Requirements

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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